MI Chp 1

The biggest impact of the Multiple Intelligence reading is the reinforcing of the diversity of students in the classroom. The key thing I thought was interesting from the reading is that all of the intelligences are in each of us. This means that I will not have eight distinct types of students. The MI allows for nearly infinite combinations of intelligence in each unique student. One question that was raised through the reading is if advances in technology, human development, and society would introduce more intelligence. Gardner has included naturalists who are those with an affinity towards anything nature related. With that in mind, could an intelligence concerning technology or computers be introduced? The development of the MI has some parallels with the development and changes taking place in the educational field. Intelligence was originally considered to be academic in nature and excluded many of the talents or abilities of those with musical or nature skills. Advances in thought have allowed for the inclusion of other types of intelligence just like teaching is now focusing more on how to adapt to varying levels of learning styles.

MI Chp 2

The most critical part of this chapter discusses the impact the students may feel from the learning environment and other factors that foster or hamper intellectual development. The chapter discusses how discouraging parents or teachers that humiliate students could slow or stop the development of a student’s intelligence. From this reading, I understand the key role a teacher plays in the development of a student’s intelligence and the need to be delicate and purposeful. With this in mind, I hope to respect each student’s individual ideas and restrain myself from downplaying their hard work if it is in contrast to my own intelligence development. The chapter also discussed figuring out my intelligence strengths and building support to manage the intelligences that I am not as strong in. The idea of working with other teachers to get ideas to teach towards other intelligences is something I plan on doing once I become a teacher. My aunt and the book talk about team teaching. The book uses team teaching to supplement intelligences a teacher might not be as equipped to deal with. My aunt team teaches with another teacher (she is special ed) which allows for combined classes with a very large variance in learning styles. Both the book and my aunt use team teaching to meet the needs of a wider range of student skill levels. Though it is questionable whether or not my school would have team teaching, I could try some ways to come close (guest speakers, advisors, etc.).

MI Chp 3

Chapter three initiates with the discussion of finding a student’s strongest intelligence and basing the content around that intelligence. The book indicates that it may be easier to identify the strongest intelligence based on how a student misbehaves because it will be a “cry for help” in a manner that they are comfortable with. In addition to misbehavior, the book suggests seeing what students do during free time. From the reading I can see observing the student would be helpful in all areas based on watching what they choose to do. As a teacher I should be watching (in non-stalker manner) the after school activities they join, preferences for assigned homework, etc. The chapter encourages this by looking at grades, talking with other teachers or parents, and looking over the work the students have submitted. I think the biggest impact this chapter has on my classroom is to work on observation skills. This ties in with the theme of the class paying attention to all of our senses. By tailoring our classroom lectures and activities to each student’s favored intelligence, we can better educate different learning styles. I think that some of this observation of students is a little disconcerting. Looking over the checklist I would feel a little uncomfortable if my teacher noticed that I hum occasionally to myself or that I put my hands all over something I have just seen. I guess in terms of setting up the perfect learning environment could be worth it but it seems a little excessive.

MI Chp 4

As with almost all of the other chapters read so far, chapter four discusses ways to incorporate multiple or all intelligences in the classroom. As opposed to chapter three that talks about homing in on a single strong intelligence, chapter four discusses balanced or overlapping methods to teach the different intelligences. The chapter talks about how teaching multiple intelligences to students can be beneficial for them and for you. It helps the students realize how they figure out problems best and how to improve in other areas. After explaining to the students about multiple intelligences, it is suggested to reinforce that idea by doing various activities that focus on different intelligences. Career day is one suggested approach as the teacher can bring in a variety of jobs that fill in all the categories. In addition some of those jobs require different intelligences. Students would see the intelligences used to effect while providing a learning opportunity. This chapter showcases some of the ways the backwards planning can work. The goal would be for students to understand how multiple intelligence works and maybe how strong their different intelligences are. The evidence would be how the intelligences work and function and some of the possible activities are listed throughout the chapter. This could be an activity used early on in the school year to help plan future lesson plans. In addition it might help suggest ways for students to study, take notes, or learn from the lessons given in class.

Chapter 10

Chapter 10 focuses on how to us Multiple Intelligence to assess student learning. MI quickly turns its back on standardized testing. MI focuses more on student growth compared to themselves rather than those around them and the nation as a whole. The chapter also puts emphasis on gathering any information a teacher can on a student and their performance inside and outside of class. I like this approach to assessing a student and it seems similar to the portfolio idea that FIAE and UbD push. Several of the assessment projects brought up in the reading are used across multiple grades. This seems like a great idea for teachers to better track student growth as well as familiarize themselves with their students. I know for me this might have been difficult due to frequent school changes. However, with the way the communication between schools is increasing, the projects might be more doable across the nation. Using MI to assess also means that requiring a student to sit at a desk and write a paper is not necessary. While some students may prefer the traditional method, the chapter gives several suggestions to assess a student using their personal MI. With all the talk about portfolios in multiple areas I had not thought about how portfolios only currently cover mostly linguistic and logical intelligences. I hope that in the future classroom ideas for other intelligence portfolios will have surfaced or I can come up with some of my own to broaden my assessment.